

# EFFECTIVE USE OF OBJECTS

A PROCESS CENTERED INTERVENTION

## SECTION TWO

BY

GRETCHEN STONE

VOLUME 2 OF 2



Pamphlet File  
Research Library  
APH

American Printing House for the Blind  
P. O. Box 6085  
Louisville, Kentucky 40206-0085

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## Suggestions for Using These Materials

The following are general suggestions based on responses from teachers who have used this program.

1. Don't feel overwhelmed when you first look at this material. Look over the Table of Contents carefully and work with one small section at a time.
2. Remember that you don't need to score all of each section. In Section One start by scoring the most basic strategies in each section (these are labeled as unitary strategies). In Section Two start by scoring skills that are regularly targeted in your current programming. For both sections, if your student is successful, move on to other strategies. If not, stop and go to another problem.
3. There's no time limit on when this is completed. You may choose to take as long as a school year to complete the Inventory.
4. The Inventory is designed so that you can update the same skills 5 different times. Think ahead as to how often you plan to reassess behaviors.
5. Right at the beginning of each section there is an Overview of all the skills that are covered in the materials. Glance through this so you'll know what will be addressed before you begin.
6. Don't feel as though all these skills should be evaluated in the classroom. Use home and community settings to gain information as much as possible.
7. Section One includes play behaviors that children without impairments demonstrate when they play with toys. Some of the activities are not appropriate for older individuals.
8. View this as a cognitive assessment within a functional skills assessment. Try to gain a perspective on how these two things interact. This is good information to share at Admission, Review, and Dismissal meetings.
9. Make copies of the Inventory sheets and leave the books intact. That way you only need to purchase one set of materials for all of the students in your setting.
10. These materials can be used to help parents get the "big" picture. They provide a framework for explaining how activities you do today relate to functional skills in the future.
11. There are Profiles at the end of the Inventory. You don't need to complete these, but they do provide an additional perspective and they are short enough to keep in the learner's permanent file.

# **EFFECTIVE USE OF OBJECTS**

## **A Process Centered Intervention**

### **SECTION TWO**

**by**

**Gretchen Stone**

**Project Coordinator  
Bill Duckworth**

**Assisted by  
Fred Otto  
and  
Suzette Wright**



**American Printing House for the Blind  
P. O. Box 6085  
Louisville, Kentucky 40206-0085**

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### **Program Reviewers**

Sharon Bradley-Johnson  
Andrea Evans  
Joel Hoff  
Beth Langlely  
Martha Majors

### **APH Committee**

Bill Duckworth  
Sheri Moore  
June Morris  
Fred Otto  
Eleanor Pester  
Suzette Wright

### **Teacher Evaluators**

Pam Boespflug  
Roseann Brown  
Mike Burroughs  
Elly Driggers  
Joe Fitzgerald  
Marilyn Gense  
Denise O'Donovan  
Bobbie Vaughn  
Kim Zimmerman  
Lyman Zobell

# **EFFECTIVE USE OF OBJECTS**

## **A Process Centered Intervention**

### **Section Two**

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## Overview of Section Two

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# INTRODUCTION

*Effective Use of Objects* is published in two sections. Both sections focus upon the kinds of problem-solving skills that encourage the functional use of objects. The problem-solving format is designed to encourage learners to acquire knowledge about how, when, and where to use different strategies as they attempt to use objects within living or working environments. Each section identifies situation-specific skills, problems individuals are likely to encounter within these situations, and potential problem-solving strategies.

## Section One

The first section addresses skills related to the functional and systematic use of objects. Section One stresses task orientation and exploration of the physical properties of objects. Learners are not expected to complete a work sequence. This section specifically targets the needs of individuals with sensory impairments who engage in stereotypical behavior (often self-stimulatory in nature) to the relative exclusion of using objects purposefully. The most elementary skills targeted by this instructional intervention do not require vision, hearing, or formal language; however, a palmar grasp and beginning prehension patterns are needed.

## Section Two

The second section addresses skills related to using objects in work sequences. Section Two stresses task application and productivity. Although many of the skills targeted in Section Two do not require vision and hearing, basic communication skills and some ability to imitate an action on an object are required. The tasks in this section require basic skills in spatial orientation, sequencing, and discrimination.

Both sections address skills in three broad areas (see Overview on facing page):

1. skills that are appropriate for a task environment
2. skills that lead to the functional use of objects in productive activity
3. skills that can be used during recreational and social activities with other people

## Organization of Section Two

This volume contains two sets of materials:

- (1) **An Inventory (page 145).** The Inventory describes general functional skills, situational skills, and specific problem-solving strategies. Two measures of behavior are taken for each strategy in the Inventory: a measure of skill and a measure of initiative (see opposite page). *An unbound copy of the Inventory has been included with these materials so that instructional staff can make copies as needed.*
- (2) **A Strategies Profile (page 209).** This is a condensed form of the Inventory and can be used to summarize the most current functional skills assessment.



## How to Score the Inventory

### Procedure:

1. Record the date of assessment.
2. Review the criteria levels for each skill, choose the appropriate level, and circle the same number on the scoring block.
3. Review the criteria for each initiative level, choose the appropriate level, and circle the same number on the scoring block.
4. If desired, create a graph by connecting successive scores with a line.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Comments:

### Scoring criteria:

Skill	Initiative
3 nearly always or 80-100% accuracy (4 out of 5 trials) 3 points	3 initiates independently or in response to a single instructional directive 3 points
2 frequently or 60-80% accuracy (3 out of 5 trials) 2 points	2 initiates after repeated instruction or occasional positioning assist of body or materials 2 points
1 rarely or less than 40% accuracy (2 out of 5 trials) 1 point	1 unaware, uncooperative, or actively refuses 1 point
0 no meaningful response 0 points	0 no meaningful response 0 points

## How to Score the Strategies Profile

The Strategies Profile is located at the end of the Inventory. It summarizes the data from the Inventory. It starts on page 209.

### Procedure:

- a. For each item on the Inventory, locate the corresponding item on the Profile (The items on both the Inventory and the Strategies Profile are referenced by page number to help simplify this process).
- b. Sum the numerical scores for both skill and initiative for each of the situations listed on the Profile.
- c. Divide the sum of the scores by the total possible points for that skill. This will result in a percent mastery score. Note: It will not be possible to derive a percent mastery score if some of the items have not been scored. The score refers only to the items on this assessment, and should not be used to represent strategy use not described on this Inventory.

Problem 1: Use gestures or more formal language to communicate needs and express preferences in a consistent and predictable task setting. Inventory page 153

Problem 2: Meet consistent expectations of behavior within the work environment. Inventory page 154-155

Sum of Scores

Total Possible

Percent Mastery

score  
skill/init.

a.

--	--

b.

--	--

a.

--	--

b.

--	--

c.

--	--

30

## Interpretation of the Strategies Profile:

The Strategies Profile summarizes the learner's strengths and weaknesses. There may be inconsistencies in the types of skills that the learner demonstrates. Some reasons for this may be:

- a. the learner has a limited range of experiences in the assessment situation
- b. the learner has been trained to perform a certain skill rather than acquiring that skill from problem-solving experiences
- c. the learner demonstrates a strong desire to gain knowledge about some aspects of select objects and task environments to the relative exclusion of others

Thus learners often demonstrate splintered skills. Skill attainment is less likely to be splintered if the learner has developed the cognitive skills that support generalized use across settings.

## Assessment Conditions

The Inventory assesses behaviors that occur over a period of time in a familiar setting with a familiar person. Each learner's progress is measured only in terms of his or her own previous behavior. The Inventory is not intended to be used as a screening device or as a comparative measure between individuals.

**NOTE:** Not all sections of the Inventory can be scored at the same time. In fact, *it is recommended that the learner be exposed to only a few activities at a time.*

Programming should be set up so that instruction and ongoing informal assessment are closely paired. Daily performance becomes the basis for future programming decisions.

## Limitations of this Instrument

Individuals who experience severe motoric impairments, especially in the trunk, hands, upper extremities, and shoulder girdle may not be able to demonstrate many of the skills that appear on the Inventory. Motorically involved individuals may very well have developed the problem-solving ability and the motivation to master the specified skills, but they may not be able to physically execute the tasks. Positioning jigs and other adaptive equipment often prove helpful. Proper positioning is essential.

The behaviors that are included on this Inventory are not directly related to self-care, body positioning, or transportation. Objects such as eating utensils, clothing, sinks, toilets, toothbrushes, chairs, walkers, etc. have specific situational uses. Appropriate use of objects during self-care and daily living skills is a critical area of instruction, and it is assumed that learners using this approach are already involved in programming that focuses on specific functional tasks.

## Using the Results of Assessment Data:

1. Identify areas where the learner has not acquired strategies that are effective for finding a solution to a problem or for completing a task.
2. Generate an Individual Educational Plan by writing long term goals, short term objectives, criteria for meeting objectives, and present competencies. Be certain to document whether present competencies are a reflection of independent behavior or are in response to cues or prompts.
3. Expose the learner to experiences that support the objectives and goals of the Individual Educational Plan.
4. Maintain regular documentation.
5. Review progress periodically.
6. Record changes (or lack of change) on the Inventory at regular intervals. Documentation sheets should offer evidence that change has occurred.
7. Revise programming as necessary.





# EFFECTIVE USE OF OBJECTS

## A Process Centered Intervention

### Section Two Inventory

Name of Learner: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

Learner's Date of Birth: \_\_\_\_\_ Title of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Location of Evaluation: \_\_\_\_\_

This Inventory documents learners' use of different strategies in a variety of problem-solving situations. Measures of both skill and initiative are recorded for each problem-solving situation.

Scores are based on the individual's average performance on a minimum of five trials in the same situation or on the basis of one trial in each of five different situations. The same criteria apply to all of the problem-solving situations in this Inventory.

There is a scoring block under each problem-solving strategy on the Inventory.

Skill					Initiative					Comments:
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	
3	3	3	3	3	3	3	3	3	3	
2	2	2	2	2	2	2	2	2	2	
1	1	1	1	1	1	1	1	1	1	
0	0	0	0	0	0	0	0	0	0	

This scoring block is intended to record performance over a period of time. The amount of time between scoring periods is flexible although it is recommended that scoring occur at consistent intervals, **for example, every six months.**

## How to Score the Inventory

### Procedure:

1. Record the date of assessment.
2. Review the criteria levels for each skill, choose the appropriate level, and circle the same number on the scoring block.
3. Review the criteria for each initiative level, choose the appropriate level, and circle the same number on the scoring block.
4. If desired, create a graph by connecting successive scores with a line.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Comments:

## Scoring Criteria

### Skill

- 3 nearly always or 80-100 % accuracy (4 out of 5 trials) 3 points
- 2 frequently or 60-80% accuracy (3 out of 5 trials) 2 points
- 1 rarely or less than 40% accuracy (2 out of 5 trials) 1 point
- 0 no meaningful response 0 points

### Initiative

- 3 initiates independently or in a response to a single instructional directive 3 points
- 2 initiates after repeated instruction or occasional positioning assist of body or materials 2 points
- 1 unaware, uncooperative, or actively refuses 1 point
- 0 no meaningful response 0 points

A comments section appears beside each problem-solving situation on the Inventory. Use this space to record the assessment situation, generalization of these strategies across settings and the learner's emotional response to the tasks or activities.



## Section Two

General Skill: Adapts to Locations and Needs Within A Task Environment

Situational Skill:

Orients Self Within the Task Environment

### Problem 1: Travel to a different room for specific tasks Profile page 211

Strategies:

a. Uses own system for determining the time to arrive at the task area (e.g., daily or work schedule kept in pocket, object calendar, following a certain person to work).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Determines the appropriate room as it relates to the task to be done (e.g., doing laundry in laundry room, washing dishes in kitchen, cleaning tables in lunch room).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Puts job materials away independently when job is complete.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. After learning where one type of material or equipment is kept, generalizes and goes to the same location for a similar material (could be given picture clues in association of objects here).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



## Problem 2: Locate materials in task area

Profile page 211

Strategies:

a. Uses a system for checking in and out of work within a task area (e.g., time clock, card in pocket of envelope, picture turned over on a picture calendar, crossed off picture of completed job).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Finds assigned work regardless of location, using a system of formal language, symbols or pictures.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 3: Follow a routine within a work environment Profile page 211

Strategies:

a. Completes a 4 or more step routine task preparation sequence (e.g., travels to the task area, checks in at task area, locates materials, cleans up, returns materials, and checks out).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. After mastering a task routine, is able to adapt to changes within that routine.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

## Situational Skill:

Communicates Within the Task Environment

Problem 1: Use gestures or more formal language to communicate needs and express preferences in a consistent and predictable task setting Profile page 212

Strategies:

a. Uses socially acceptable methods of communicating needs.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Given symbolic representation, consistently makes choices (demonstrates preferences) regarding the type of work and/or the order in which it is to be done.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 2: Meet consistent expectations of behavior within the work environment

Profile page 212

Strategies:

a. When receiving instruction and/or correction, responds with socially acceptable behaviors.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. When becoming angry and/or frustrated in a task situation, controls behavior so that the task can be resumed.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Follows three or more non-routine steps given initial instructions through sequenced graphics or formal language.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Situational Skill:** Maintains Materials, Equipment, and the Task Area

**Problem 1: Locate appropriate cleaning materials** Profile page 213

Strategies:

a. Locates cleaning supplies and/or equipment needed for a task when all items are stored in the same location.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Locates cleaning supplies and/or equipment needed for a task when different items are stored in more than one location.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Searches for a supply or piece of equipment needed for the task.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



**Problem 2: Put cleaning equipment away when finished cleaning** Profile page 213

Strategies:

a. Returns cleaning supplies and/or equipment used for a task to one consistent location.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Returns cleaning supplies and/or equipment used for a task when different items are stored in more than one location.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Throws away empty containers of cleaning supplies.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 3: Complete cleaning jobs which are needed following work activity at a table**

Profile page 213

Strategies:

a. Places trash in trash receptacle.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Places loose materials from own work space into containers which are then placed in the proper location.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Replaces tools or other pieces of equipment in their proper locations.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Cleans table surface of any liquid or sticky substances.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 4: Use a system or routine for performing specific cleaning tasks at regular intervals Profile page 213

Strategies:

a. Follows pictured/labeled cleaning schedule or calendar.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Follows directions/instructions given at the beginning of the cleaning period.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 5: Clean areas as need arises on an irregular basis (e.g., following accidents)

Profile page 213

Strategies:

a. Cleans spilled liquids.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Cleans littered areas.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Stacks, nests, piles, or otherwise rearranges unorganized materials kept on shelves.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Returns random items throughout the room to their proper locations.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 6: Note when supplies are exhausted and replenish them as needed** Profile page 214

Strategies:

a. Uses a system of recording when supplies are low or depleted (e.g., checks graphic shopping lists, puts empty container in a designated place).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



b. Uses a system of replacing supplies when they are low or depleted (e.g., cans of cleansers, toilet paper, paper towels).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

### Problem 7: Demonstrate safe work habits

Profile page 214

Strategies:

a. Notes and keeps a proper distance from others using potentially hazardous tools.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Handles tools carefully.

Comments

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Uses equipment and property properly.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Situational Skill:

Demonstrates Work Skills in a Group Setting

Problem 1: Maintain productivity when part of a group effort Profile page 215

Strategies:

a. Alternates turns and works productively in a two person group.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Maintains interest in a 3-5 person group project by observing and remaining at the project site.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Takes turns spontaneously in a 3-5 person group.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Maintains skills required in an assembly line work setting.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 2: Interact appropriately with peers and supervisors Profile page 215

Strategies:

a. Uses appropriate manners (e.g., greetings, farewells).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Uses names of others in a consistent group.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Volunteers when instructor asks for workers or assistance.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Demonstrates acceptable social behavior in the work setting.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

e. Respects the property/rights of others.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 3: Maintain appropriate personal appearance for a task setting** Profile page 215

Strategies:

a. Checks personal appearance and hygiene before going to work.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



b. Chooses socially appropriate clothing for work.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Maintains a clean personal appearance when in the task environment.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

General Skill: Engages in Purposeful Behavior With Objects

Situational Skill: Takes Objects Apart

**Problem 1: Separate a whole into two or more pieces by carefully tearing the whole apart**

Profile page 216

Strategies:

a. Opens a sealed envelope and removes the contents without damaging the contents or labeling information on the envelope.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Tears a piece of paper along a perforated edge without damaging the paper.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Folds and neatly tears a piece of paper along the fold.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 2: Systematically unwrap objects without damaging them** Profile page 216

Strategies:

a. Unwraps objects secured with string or rubber bands.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Unwraps objects secured with tape or glue.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 3: Remove fasteners without the use of a tool** Profile page 216

Strategies:

a. Removes fasteners from paper without the use of a tool (e.g., bread package twistlers, brads, paper fasteners, paper clips).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Removes hardware or fasteners from wood, metal, or plastic without the use of a tool (e.g., nuts and bolts, snap-on clips, straps and buckles).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 4: Use a tool to effect separation of two or more objects that are connected together** Profile page 216

Strategies:

a. Removes fasteners from paper with the use of a tool (e.g., removes staples with a staple remover).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Removes hardware or fasteners from wood, metal, or plastic (e.g., removes nail using claw hammer, removes screw using screwdriver, removes nut from bolt using wrench).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Situational Skill:

Stores and Organizes Objects and Their Containers

**Problem 1: Store objects together in anticipation of use**    Profile page 217

Strategies:

a. Organizes and/or stores objects into shared areas by matching or sorting those which function together in anticipation of use (e.g., egg beaters with electric mixer, lids of containers, hardware with tools). The other physical characteristics of the objects may vary.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



b. Organizes and stores objects into shared areas by matching or sorting those which perform the same types of functions together in anticipation of use (e.g., all sharp knives together, cooking utensils together, food wraps in same drawer). The other physical characteristics of the objects may vary.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

## **Problem 2: Fill containers to capacity**

Profile page 217

Strategies:

a. Fills a container and stops or removes some objects when it is no longer possible for the lid to fit securely.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. When filling a container with pliable objects, compacts the objects already in the container in order to make room for additional objects (e.g., cotton balls, underwear in drawer).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Pours liquid without causing it to overflow.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

### Problem 3: Organize objects and their containers

Profile page 217

Strategies:

a. Places a number of containers with objects on a shelf or other shared storage area.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Separates containers with objects from containers without objects in a shared storage area.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Given a selection of different objects and a selection of containers, chooses appropriate containers for individual objects (e.g., storage of parts, food, clothing).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Given multiples of several different objects and a selection of containers, chooses appropriate containers for storing groups of like objects.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

e. Moves objects from one container to another container or storage area so that the contents fit more precisely for more effective storage or retrieval.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

f. Exactly places combinations of shapes, including irregularly shaped objects in one confined area or container--manipulation in an ever diminishing space (e.g., placing the following objects on a shelf: serving dishes, jars and plastic food containers without seriated sizes).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Comments:

g. Nests objects or containers of the same shape but different sizes so that the largest items are on the bottom.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

h. Stacks and/or balances objects or containers of the same shape but different size so that they can be stored more efficiently.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

i. Stacks and/or balances objects of different sizes and shapes so that the largest items are on the bottom.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



j. Given a selection of identical objects which need to be rearranged for more efficient storage, independently determines whether they should be nested or stacked and then accomplishes the task.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

k. Given a selection of differently sized objects which need to be rearranged for more efficient storage, independently determines whether they should nested or stacked and then accomplishes the task.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 4: Remove objects from containers systematically in preparation for use or relocation Profile page 217

Strategies:

- a. Removes partially secured objects by manipulating the container in which they are held (e.g., ice cubes from ice cube tray).
- Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

- b. Removes objects from a series of open containers and places the objects in one designated area and the containers in another designated area.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Removes objects from a series of closed containers and places the objects in one designated area and the containers in another designated area.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Given a stack of nested containers and a supply supply of objects which closely fit into them, removes one container at a time from the stack and one object from the supply and places one object into each container.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Situational Skill:

Uses Objects Together

**Problem 1: Use a variety of tools to connect objects with one another** Profile page 218

Strategies:

a. Uses a variety of fasteners to secure paper together (e.g., paper clips, spring clamps, stapler, two-pronged fasteners).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Uses different kinds of hardware to secure wood, metal, or plastic together without the use of a hand tool (e.g., nuts, bolts, hooks, clamps).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Uses a variety of hand tools with corresponding hardware to secure wood, metal, or plastic together (e.g., hammer, screwdriver).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 2: Use materials or tools according to how they function together** Profile page 218

Strategies:

a. Uses materials such as tape and glue as needed for repair.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Uses objects such as potato peelers, knives, spatulas to help make food preparation easier.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Uses machines such as electric mixers, stoves, dishwashers to make food preparation easier.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Uses tools such as mops, brooms, sponges, and dust rags to help make cleaning easier.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



e. Uses machines such as vacuum cleaners, buffers, washing machines, and clothes dryers to make cleaning easier.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

f. Uses tools for comfort or enjoyment (e.g., umbrellas, Swedish massage, radio, TV, record player).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 3: Discriminate among the physical properties of objects to determine which are used together Profile page 218

Strategies:

a. Uses color cues to determine which objects are used together (e.g., socks, matching pants and shirt, towels and washcloth sets).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Uses shape cues to determine which objects are used together (e.g., tops and containers, eating utensils and formed tray).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Uses size cues to determine which objects are used together (e.g., matching pairs of shoes, tops and containers).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Uses texture cues to determine which objects are used together (e.g., socks, labels for clothing).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

e. Uses knowledge of how objects are used to determine how that use corresponds with the function of another object (e.g., hammer goes with nail, screwdriver goes with screw, beaters go with mixer, light bulb with lamp).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 4: Create pairs or sets of materials that share a common use** Profile page 218

Strategies:

a. Places one object with a singular other corresponding object or space using materials which are not self-correcting (e.g., washcloth with towel, cup with saucer, socks with shoes).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Contributes one of each of three or more objects to a grouping which creates a set of objects with a common use (e.g., table place setting, packing several lunches in paper bags, packaging tasks).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

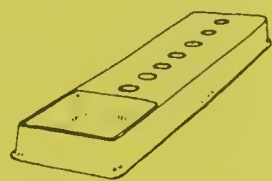
Situational Skill:

Uses a Systematic Orientation When Completing Task Sequences

**Problem 1: Follow directional cues when completing task sequences** Profile page 219

Strategies:

SMALL PEG BOX

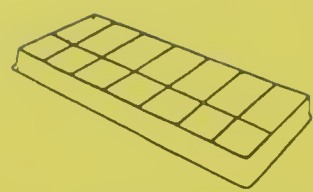


a. Using a set-up in which only one object fits per space, fills the spaces from left to right.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

SORTING TRAY

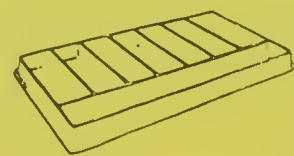


b. Using a set-up in which more than one object fits per space, fills the spaces from left to right.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

SORTING TRAY

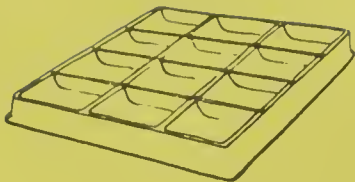
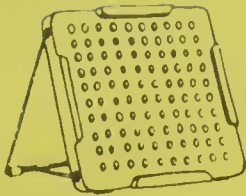


c. Follows a task sequence in which objects are moved from a front section closest to the table edge and placed in each of three or more spaces provided above, preceding in a left to right direction.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



PEGBOARD AND COMPARTMENT TRAY



d. Completes an assembly of objects by proceeding from the top left hand corner to the bottom right hand corner (e.g., when presented with a grid format which necessitates both a top to bottom and a left to right orientation).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

e. Demonstrates awareness of left to right concepts by copying a pattern (e.g., copy a graphic, block, or pegboard pattern).

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

f. Demonstrates awareness of left-to-right and top-to-bottom concepts by copying a pattern (e.g., copy a graphic, block, or pegboard pattern).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

g. Demonstrates awareness of left-to-right and top-to-bottom by accurately folding, cutting, or tearing an object.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

h. Completes an assembly of objects by moving from top to bottom when working with materials which are positioned on a vertical plane.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

i. Completes an assembly of objects by moving from top to bottom when working with materials which are positioned in a horizontal plane.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

j. Winds or unwinds cord/wire onto a base in the appropriate direction.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

k. Places materials in a clockwise or counterclockwise direction.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

I. Repeatedly orients task materials from central point to random points scattered in different directions around that point (e.g., groceries, dishes, laundry).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 2: Follow and/or organize sequences to complete a work assignment** Profile page 219

Strategies:

a. Learns a new sequence of work activity within one or two trials after having previously learned it a different way.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Initiates 2 to 5 steps in sequence for completion of a work job following demonstration and modeling.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

c. Uses knowledge of correct sequential steps to review work and insure basic quality control by determining and correcting errors.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

d. Follows a progressive sequence even though the setup does not give feedback as to which steps in the sequence have already been performed (e.g., Student is presented with a setup in which there is a row of bins with multiple pieces of the same object in each bin. The student must use vision or memory through position sense to determine which steps have been completed and which are yet to be performed).

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

e. Examines a six or more part model and organizes own sequencing for duplication of that model.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



Situational Skill:

Discriminates between Results that are Satisfactory and Results that are Unsatisfactory

**Problem 1: Discriminate between defective/unnneeded and nondefective/needed materials**

Profile page 220

Strategies:

a. Discards unneeded parts in an assembly process. Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Discards a part that is defective.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 2: Evaluate quality of own work effort

Profile page 220

Strategies:

a. Checks off aspects finished in a process of work or cleaning.

Comments:

b. Judges whether finished job meets externally set standards.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

General Skill: Uses Objects in Leisure and Recreational Activities

Situational Skill: Uses An Object as a Means of Exchanging Social Contact With Other People

Problem 1: Take turns using a shared object with one or more person Profile page 221

Strategies:

- a. Passes an object in a systematic manner.
- Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

- b. Uses an object so that it contacts another person in a manner that is pleasing to the other person.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 2: Use a single piece of equipment with another person in a manner which requires that both persons sharing the equipment move in a coordinated manner (e.g., balance board)

Profile page 22

Strategies:

a. Sits, lies, or stands on a single piece of equipment with another person while moving in a manner which requires that both persons sharing the equipment move in a coordinated manner.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Activates one part of a shared piece of equipment so that movement on the equipment is coordinated with the efforts of the other person.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Situational Skill:

Uses An Object As a Means of Demonstrating Skill Refinement or Competence

**Problem 1: Use an object as an agent on other objects** Profile page 222

Strategies:

a. Contacts a number of objects with a single object so that the group of objects is scattered.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Throws an object so that it contacts a specific area or enters a specific space.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

Problem 2: Control speed and/or direction of an object while maintaining contact with it  
Profile page 222

Strategies:

a. Participates in competitive races while pushing, pulling, or carrying a piece of equipment or riding on a piece of equipment.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Contacts a moving target with an object as part of a social game.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



Situational Skill:

Engages in Activity on a Piece of Equipment As a Means of Gaining Momentum Through Space

**Problem 1: Perform acrobatic or gymnastic feats on a piece of equipment** Profile page 223

Strategies:

a. Uses trampolines, springboards, tumbling tables, bolsters, etc. as assists in propelling self through space in order to execute a stunt.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Maintains contact with balance beams, climbing ropes, mats, and other pieces of equipment while moving through space in order to execute a stunt.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 2: Activate part of a piece of riding equipment to move it through space**

Profile page 223

Strategies:

a. Effectively uses pedals to propel a riding toy through space.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Effectively pushes or pulls handles to propel a riding toy through space.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

**Problem 3: Steer pieces of riding equipment**

Profile page 223

Strategies:

a. Effectively uses a steering wheel when riding on a piece of equipment.

Comments:

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0

b. Effectively uses handlebars when riding on a piece of equipment.

Skill					Initiative				
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0



Effective Use of Objects:  
A Process Centered Intervention  
SECTION TWO  
STRATEGIES PROFILE

Name of Learner: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Title of Evaluator: \_\_\_\_\_

Learner's Date of Birth: \_\_\_\_\_ Location of Evaluation: \_\_\_\_\_

This is a summary of the Inventory. It is designed to gain an overview of a learner's cognitive skill development within the framework of functional activity.

Procedure:

- a. For each item on the Inventory, locate the corresponding item on the Profile (The items on both the Inventory and the Strategies Profile are referenced by page number to help simplify this process). Transfer these scores to the appropriate boxes within the Strategies Profile.
- b. Sum the numerical scores for both skill and initiative for each of the strategies listed on the Profile.
- c. Divide the sum of the scores by the total possible points for that skill. This will result in a criterion mastery score. Note: It will not be possible to derive a criterion mastery score if some of the items have not been scored. The score refers only to the items on this assessment, and should not be used to represent strategy use not described on this Inventory.

Problem 1: Use gestures or more formal language to communicate needs and express preferences in a consistent and predictable task setting. Inventory page 153

Problem 2: Meet consistent expectations of behavior within the work environment. Inventory page 154-155

Sum of Scores

Total Possible

Percent Mastery

score  
skill/init.

a.	b.
<div><div></div><div></div></div>	<div><div></div><div></div></div>

a.	b.	c.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>

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## Interpretation of the Strategies Profile

The Strategies Profile summarizes the learner's strengths and weaknesses. There may be inconsistencies in the types of skills that the learner demonstrates. Some reasons for this may be:

- a. the learner has a limited range of experiences in the assessment situation
- b. the learner has been trained to perform a certain skill rather than acquiring that skill from problem-solving experiences
- c. the learner demonstrates a strong desire to gain knowledge about some aspects of select objects and task environments to the relative exclusion of others

Thus students often demonstrate splintered skills. Skill attainment is less likely to be splintered if the learner has developed the cognitive skills that support generalized use across settings.

**Note:** Results should be interpreted in terms of relative change in the learner's own behavior, not on the basis of comparison with other learners.



General Skill: Adapts to Locations and Needs Within a Task Environment

Situational Skill:

Orients Self Within the Task Environment

score  
skill/init.

a.            b.            c.            d.

<div></div>	<div></div>	<div></div>	<div></div>
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Problem 1: Travel to a different room for specific tasks.  
Inventory page 149-150

a.            b.

<div></div>	<div></div>
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Problem 2: Locate materials in task area.    Inventory page 151

a.            b.

<div></div>	<div></div>
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Problem 3: Follow a routine within a work environment.  
Inventory page 152

<div></div>
<div>48</div>

Sum of Scores

Total Possible

Percent Mastery

Comments:

Situational Skill:

Communicates Within the Task Environment

score  
skill/init.

a.                      b.

Problem 1: Use gestures or more formal language to communicate needs and express preferences in a consistent and predictable task setting.    Inventory page 153



a.                      b.                      c.

Problem 2: Meet consistent expectations of behavior within the work environment.  
Inventory page 154-155




Sum of Scores

30

Total Possible

Percent Mastery

\_\_\_\_\_

Comments:

**Situational Skill:**

Maintains Materials, Equipment, and the Task Area

score  
skill/init.

**Problem 1: Locate appropriate cleaning materials.**

Inventory page 155-156

a.

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b.

--	--

c.

--	--

**Problem 2: Put cleaning equipment away when finished cleaning.** Inventory page 157-158

a.

--	--

b.

--	--

c.

--	--

**Problem 3: Complete cleaning jobs that are needed following work activity at a table.**

Inventory page 158-159

a.

--	--

b.

--	--

c.

--	--

d.

--	--

**Problem 4: Use a system or routine for performing specific cleaning tasks at regular intervals.** Inventory page 160

a.

--	--

b.

--	--

**Problem 5: Clean areas as need arises on an irregular basis (e.g., following accidents).**

Inventory page 161-162

a.

--	--

b.

--	--

c.

--	--

d.

--	--

Situational Skill:

Maintains Materials, Equipment, and the Task Area

score  
skill/init.

**Problem 6: Note when supplies are exhausted and replenish them as needed.** Inventory page 162-163

a.	b.				
<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>		

**Problem 7: Demonstrate safe work habits.** Inventory page 163-164

a.	b.	c.						
<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>		

Sum of Scores

126

Total Possible

Percent Mastery

\_\_\_\_\_

Comments:

Situational Skill:

## Demonstrates Work Skills in a Group Setting

score  
skill/init.

a.

b.

C.

d.

**Problem 1: Maintain productivity when part of a group effort.** Inventory page 164-165

a.

b.

C.

d.

## Problem 2: Interact appropriately with peers and supervisors. Inventory page 166-168

e.

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a.

b.

C.

### Problem 3: Maintain appropriate personal appearance for a task setting.

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Inventory page 168-169

### Sum of Scores

72

Total Possible

### Percent Mastery

Comments:

General Skill: Engages in Purposeful Behavior With Objects

Situational Skill: Takes Objects Apart

score  
skill/init.

a. b. c.

<div></div>	<div></div>	<div></div>
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Problem 1: Separate a whole into two or more pieces by carefully tearing the whole apart. Inventory page 170-171

a. b.

<div></div>	<div></div>
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Problem 2: Systematically unwrap objects without damaging them. Inventory page 171-172

a. b.

<div></div>	<div></div>
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Problem 3: Remove fasteners without the use of a tool. Inventory page 172-173

a. b.

<div></div>	<div></div>
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Problem 4: Use a tool to effect separation of two or more objects that are connected together. Inventory page 173-174

Sum of Scores

Total Possible

Percent Mastery

Comments:

54



Situational Skill:

Stores and Organizes Objects and Their Containers

score  
skill/init.

Problem 1: Store objects together in anticipation of use. Inventory page 174-175

a.	b.
<div><div></div><div></div></div>	<div><div></div><div></div></div>

Problem 2: Fill containers to capacity. Inventory page 175-176

a.	b.	c.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>

Problem 3: Organize objects and their containers. Inventory page 177-181

a.	b.	c.	d.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
e.	f.	g.	h.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
i.	j.	k.	
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	

Problem 4: Remove objects from containers systematically in preparation for use or relocation. Inventory page 182-183

a.	b.	c.	d.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>

Sum of Scores

Total Possible

Percent Mastery

Comments:

120

\_\_\_\_\_

Situational Skill:

Uses Objects Together

score  
skill/init.

**Problem 1:** Use a variety of tools to connect objects with one another. Inventory page 184-185

a.	b.	c.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>

**Problem 2:** Use materials or tools according to how they function together. Inventory page 185-187

a.	b.	c.	d.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
e.	f.		
<div><div></div><div></div></div>	<div><div></div><div></div></div>		

**Problem 3:** Discriminate among the physical properties of objects to determine which are used together. Inventory page 188-190

a.	b.	c.	d.
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
e.			
<div><div></div><div></div></div>			

**Problem 4:** Create pairs or sets of materials that share a common use. Inventory page 190-191

a.	b.
<div><div></div><div></div></div>	<div><div></div><div></div></div>

Sum of Scores

Total Possible

Percent Mastery

Comments:

96

\_\_\_\_\_

Situational Skill:

Uses a Systematic Orientation When Completing Task Sequences

score  
skill/init.

Problem 1: Follow directional cues when completing task sequences. Inventory page 191-196

a.	b.	c.	d.
<div></div>	<div></div>	<div></div>	<div></div>
e.	f.	g.	h.
<div></div>	<div></div>	<div></div>	<div></div>
i.	j.	k.	l.
<div></div>	<div></div>	<div></div>	<div></div>

Problem 2: Follow and/or organize sequences to complete a work assignment. Inventory page 196-198

a.	b.	c.	d.
<div></div>	<div></div>	<div></div>	<div></div>
e.			
<div></div>			

Sum of Scores

Total Possible

102

Percent Mastery

Comments:

Situational Skill:

Discriminates between Results that are Satisfactory and Results that are Unsatisfactory

score  
skill/init.

a.	b.				
<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>		

Problem 1: Discriminate between defective/unneeded and non-defective/needed materials.  
Inventory page 199

a.	b.				
<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>		

Problem 2: Evaluate quality of own work effort.  
Inventory page 200

Sum of Scores

Total Possible

Percent Mastery

24

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Comments:

General Skill: Uses Objects in Leisure and Recreational Activities

Situational Skill: Uses An Object as a Means of Exchanging Social Contact with Other People

score  
skill/init.

Problem 1: Take turns using a shared object with one or more persons. Inventory page 201

a.	b.				
<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>		

Problem 2: Use a single piece of equipment with another person in a manner which requires that both persons sharing the equipment move in a coordinated manner (e.g., balance board). Inventory page 202

a.	b.				
<table><tr><td></td><td></td></tr></table>			<table><tr><td></td><td></td></tr></table>		

Sum of Scores

24

Total Possible

Percent Mastery

\_\_\_\_\_

Comments:

**Situational Skill:**

Uses an Object As a Means of Demonstrating  
Skill Refinement or Competence

score  
skill/init.

**Problem 1: Use an object as an  
agent on other objects.**

Inventory page 203

a.	b.				
<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		

**Problem 2: Control speed and/or  
direction of an object while  
maintaining contact with it.**

Inventory page 204

a.	b.				
<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		

Sum of Scores

Total Possible

Percent Mastery

Comments:

24

\_\_\_\_\_



Situational Skill:

Engages in Activity on a Piece of Equipment as a Means of Gaining Momentum through Space

score  
skill/init.

Problem 1: Perform acrobatic or gymnastic feats on a piece of equipment. Inventory page 205

a.	b.
<div></div>	<div></div>

Problem 2: Activate part of a piece of riding equipment to move it through space. Inventory page 206

a.	b.
<div></div>	<div></div>

Problem 3: Steer pieces of riding equipment. Inventory page 207

a.	b.
<div></div>	<div></div>

Sum of Scores

Total Possible

Percent Mastery

Comments:

36





